

U.S. DEPARTMENT OF STATE

# TRACE EFFECTS



## TEACHER'S MANUAL

**PART ONE: GAMING IN EDUCATION**

Trace Effects Teacher's Manual Part I: Gaming in Education

First Edition: 2012

Revised 2014

Web Published by:

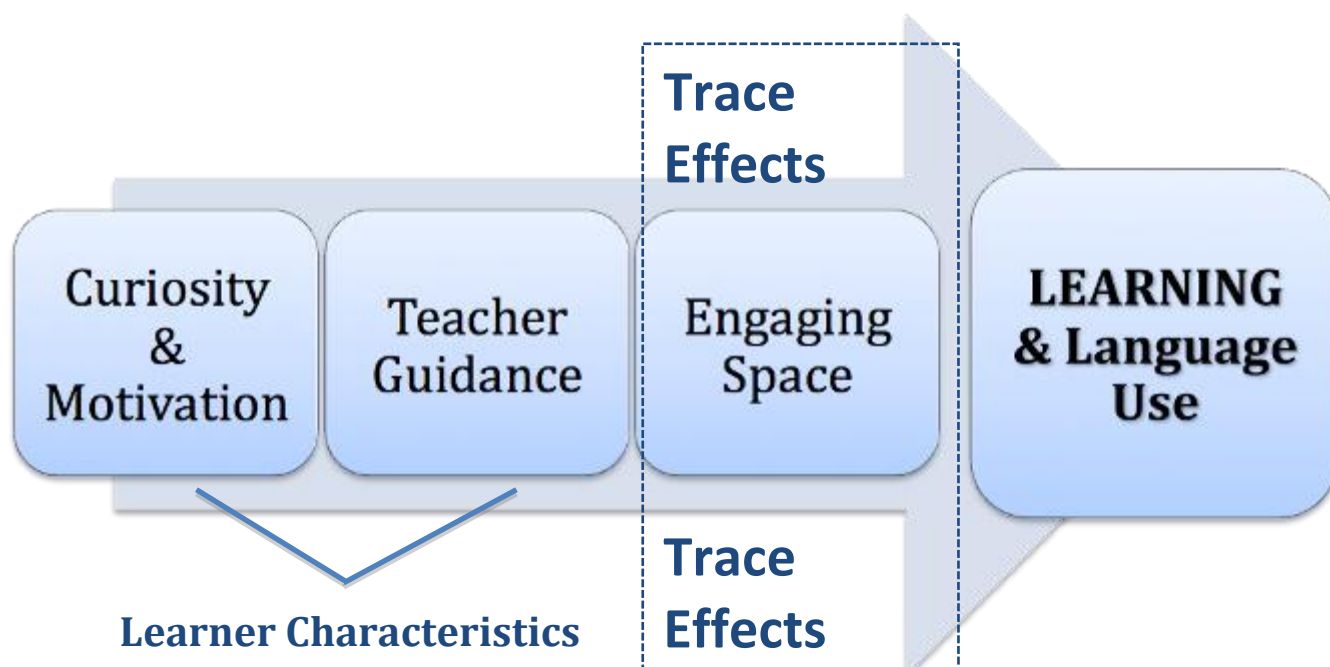
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## Teachers, Welcome to Trace Effects!

The Department of State welcomes you to this immersive, game-based innovative learning experience we have created and called Trace Effects.

Trace Effects combines key elements to help young people learn English in a virtual reality game environment. We invite you to use this manual to develop ways to help your students learn English and apply it to their lives. Teaching with Trace Effects will take planning and creativity. We hope you and your students will enjoy the process of discovery it allows.



### Students will develop their language in:

- Listening
- Speaking
- Reading
- Writing
- Grammar

### Students will explore these themes:

- Environmental Conservation
- Science and Technology
- Community Activism
- Entrepreneurship
- Conflict Resolution

## Trace Effects and the United States Department of State

Trace Effects is an exciting, collaborative English language learning gaming experience for students ages 12-16 and all those young at heart. It is an immersive exploration of American culture; gamers interact and solve puzzles in a vibrant virtual world filled with a diverse cast of English-speaking characters. There are many adventures in this game. In each adventure, students earn points by helping and collaborating with other characters. Students will play the role of Trace, an accidental time traveler from the future who must use American English—and his wits—to find his way home. The player will undergo a dynamic journey through the United States, traveling across the country to Kansas, New Orleans, the Grand Canyon, New York City, San Francisco, and Washington, D.C., to solve problems in places such as a university, a farmers' market, and a high school.

We encourage you to use this *Teacher's Manual* together with the *User's Manual*, which shows how the game works (e.g., installation, navigation, story background, chapter objectives, and troubleshooting). There are also online language practice activities, graphic novels, and an online multi-player game. Be sure to explore them all!

As your students play and learn through Trace Effects, be sure to allow extended trial-and-error discovery time. Students are learning as they try to figure out the game and the language. Giving them solutions will limit this rich, immersive learning experience.

### **This *Teacher's Manual* will provide information on:**

- Teaching using online games (Introduction)
- Lists of resources (Introduction and Chs. 1-7)
- Chapter topics and language goals (Chs. 1-7)
- Extension activities for practicing the language learned (Chs. 1-7)

To play through all of Trace Effects might take students anywhere from 10 to 30 hours, but there are potentially hundreds of hours of learning material. We hope that this teacher's manual will show you not only how to help students get through the levels of the game, but also how to use Trace Effects the way you might use a textbook, a novel, or a film—as a resource, a jumping-off point for additional learning.

We look forward to hearing how you can utilize your students' curiosity and motivation as you teach with Trace Effects. Your creativity, enthusiasm, and direction will help each student, who, like Trace, can change the world. Please visit us for further collaboration and communication at [www.traceeffects.ning.com](http://www.traceeffects.ning.com).



We hope you and your students enjoy playing Trace Effects!



**Dear Students,**

Hi, I'm Trace! Welcome to my game!

I am from the future and I need your help. My time machine has broken, and I cannot return to my own time until I complete seven missions.

You can help me complete my missions and have adventures all over the United States. In each chapter of the game, we travel to a new place. Together, we go to Kansas, New Orleans, the Grand Canyon, San Francisco, New York City, and Washington, D.C. I am really excited to go to all those places and learn about the United States. We will learn about things like different foods, the environment, music, and science. I am also excited for you to meet my friends so that we can work together.

When I first come from the future, I meet Professor Peterson, Eddie, and Kit. They help me throughout the whole game. They tell me where to go for my missions and they help me get to each new place.

Professor Peterson also tries to fix my time machine so that I can go back home. In each chapter I meet many other friends as well.

I need your help in the game, too. I need your help to decide what to say to all the people I meet. Please pay attention to the actions and missions I have to complete and notice whom I should talk to. Then you can help me choose things to say that are polite and will help me complete all my objectives. You will find things to help you in the game, so be sure to explore around and to talk to as many people as possible.

Thanks for helping me so I can return to the future. I am excited about working together! Maybe you can write me a note to tell me about your adventures in Trace Effects.

Sincerely,

Trace



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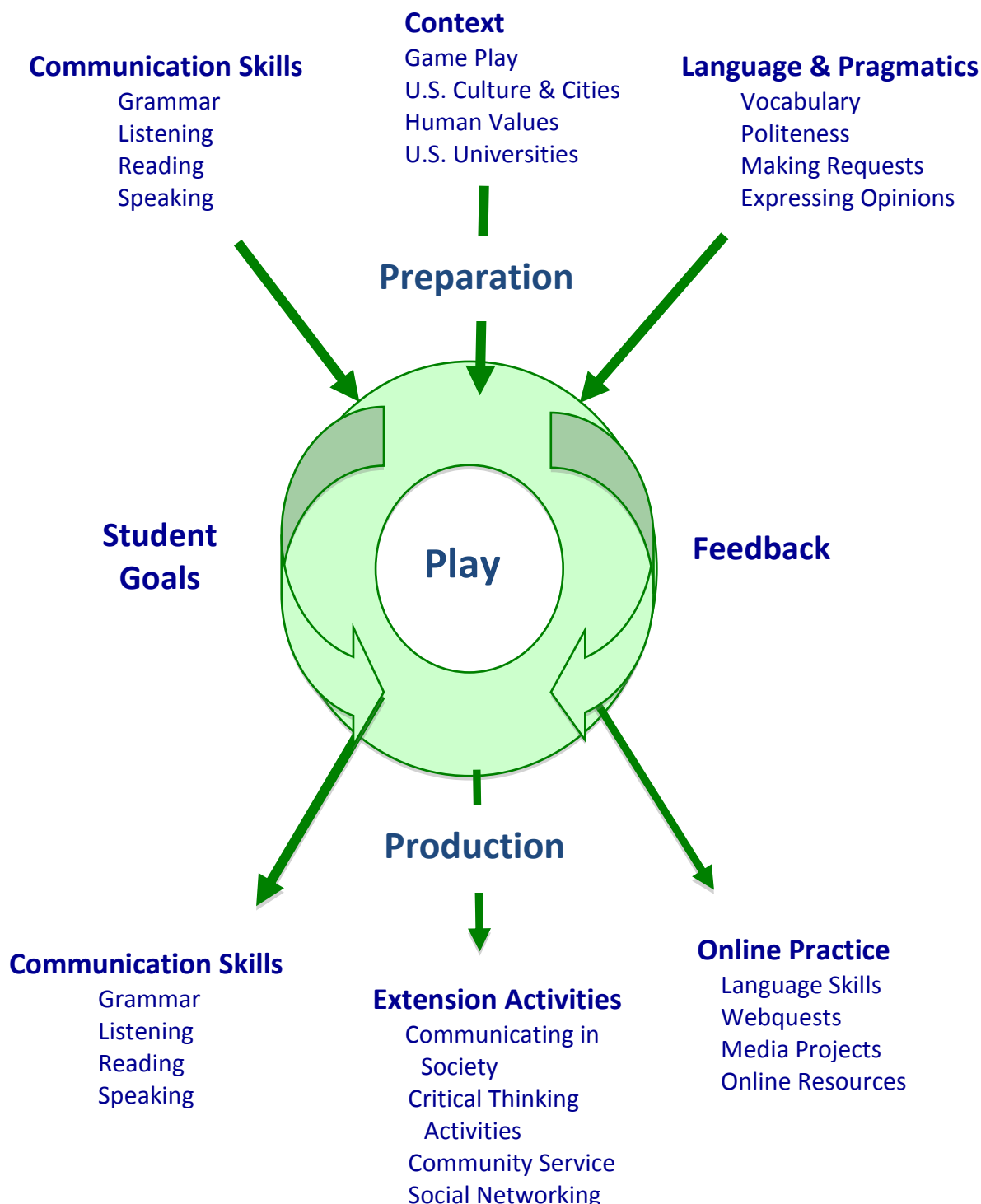
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## Teaching with Games

The following diagram outlines the process for teaching with games.

There are three crucial steps to teaching with a game: Prepare, Play, Produce.

1. **Prepare** for the game to maximize language learning.
2. **Play** the game. Students should think about their goals and character feedback.
3. **Produce** language after the game.





## Students' Roles

Video games are enormously popular today. One reason is that the player is the center of the action. Students will benefit most if the teacher allows them this central role. Students must be allowed explore, to try out various responses in the dialogues, even to lead Trace in the wrong direction. They will eventually—with help from one another—work out the solutions themselves.

### *Students as interactive learners*

Encourage students to collaborate as they play the game. They can try some of these ideas:

- Play the game in groups and discuss game options before choosing one.
- Ask each other for tips on learning that takes place inside the game.
- Use the vocabulary and grammar they learn in the game as they discuss game choices.
- Practice their speaking, possibly in pairs, by repeating lines along with characters.
- Interact with the game content by keeping a paper and writing down directions from characters in the game. (In the middle of a game conversation the Notes feature cannot be accessed.)
- Summarize what they have learned in each checkpoint in a learning log. Have students compare what they have seen and what their favorite adventures were.
- Visit the game resources, such as the in-game help features, the Resources links, the Language Practice Exercises, or the Trace Effects Facebook page.



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## Teachers' Roles

Teachers can help students learn in many ways, from fitting the game meaningfully into the curriculum, to helping students with the actual technology, to facilitating learning. The following guidelines are important.

### *Fit game play meaningfully into the context*

Since you have many pedagogical needs to address, the goals for how Trace Effects can meet students' learning needs within the whole curriculum needs to be considered.



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This will vary on teaching context, but you will likely need to consider:

- How best to convince students, parents, and other groups (e.g., a Ministry of Education) that meaningful learning can occur within an online video game;
- Which overall curricular goals Trace Effects can address and in which ways;
- How many computers you have and how to position students in groups or around the computer to ensure effective interaction;
- How and when Trace Effects can be used instead of, or in conjunction with, a book;
- The best way to manage time using Trace Effects within the allotted class hour(s)—ensuring that students are prepared for game learning, that they have time to play Trace Effects, and that they have time for extension activities; and
- How to ensure that learning that occurs within Trace Effects is accurately reflected in any required testing or assessment.

### *Ensure smooth and safe game play*

While you should refrain from giving students any solutions in the game, you may certainly help students with any technical frustrations.

### *Technological Concerns*

Regarding technology, teachers should:

- Learn how to load Trace Effects on computers for the first time and how to start Trace Effects for when students play;
- Have Trace Effects loaded and ready for students before they come to class (the game can take time to load in some contexts);
- Prepare task sheets for students to refer to when using Trace in the classroom;
- Learn ways to fix a computer that has frozen up or crashed and have back-up activities prepared;
- Learn how to re-start Trace Effects if the game has crashed;
- Apply any necessary security or privacy settings to classroom computers; and
- Identify potential student difficulties and how you will address them.

### *Student Concerns*

You can help students in the following ways:

- Train students how to use the game effectively (e.g., how to move Trace, how to use all the in-game tools, how to make Trace talk with other characters, how to decide what Trace should say to other characters). Students can also teach one another these skills or one student can take the role of “teacher” or “monitor” for the class session.
- Give students ideas on what to do if they get confused during the game (e.g., use the log sheet to write down questions, ask a friend for help, look up information in a book or website).
- Help and monitor students during game play (e.g., walk around the room, ask them questions, answer questions, look at their game choices and ensure they are trying and learning). Ensure that students are staying on task.
- Maximize comfort when playing.

- Make sure students feel accountable for learning in the game by showing them the learning objectives. This way, they take the learning experience seriously. (Task sheets can also be helpful for this.)
- Instruct students in safe computer behavior. They should not connect to internet sites without permission. They should not download material. They should not connect online with people they do not know. Assign some students rotating roles as “Trace Experts” to help other students when problems arise.
- Give students time limits in Trace Effects.

Other ways you can help students is with the learning space. For example:

- Provide a friendly, supportive, and flexible learning environment that also provides sufficient structure and direction.
- Encourage students to take language learning risks and to explore.
- Remember that students will need time to orient themselves in Trace as they learn.
- Speak to students at an appropriate level of English based on their proficiency level.
- Answer questions before, during, and after game play and encourage students to help one another.
- Provide scaffolding, which means organizing activities so that they move from more structured (teacher-driven) to less structured (allowing for more student variation).
- Create opportunities for students to learn both independently and together.
- Help students notice and reflect upon their learning—stop in the game and discuss where they are and what they are doing.
- Provide activities that allow for critical thinking and problem solving and that are related to students’ contexts.
- Choose activities that allow for different learning styles.
- Make the game more challenging for higher-level students. For example, have students play the game with background noise (such as music or talking) to build their listening skills. Advanced students can also write their own adventures for Trace.
- Create a game play log for students to help them be active learners. For example:

| Date        | Trace’s Tasks Accomplished            | Things Student Wants to Remember   | Questions Student Has                                    |
|-------------|---------------------------------------|--|--|
| <i>date</i> | <i>Trace gets his new Student ID.</i> | <i>I want to remember that “allowed” means that it’s OK to do something.</i> | <i>What is the difference between “give” and “show”?</i> |
|             |                                       |  |  |

### *Integrate language learned into students’ lives*

Learning will be maximized if students practice the English they learn in Trace Effects in their daily lives. You can encourage students to do this in the following ways:

- Watch English broadcasts not only of international news but of their local news as well. Discuss news topics in English with their friends, classmates, and families. Focus on news topics such as the environment, small businesses, or education, as in Trace Effects.
- Use English as they shop in town, if possible, such as when buying food or music.
- Use English in local clubs or organizations, if possible, such as youth leadership groups.
- Have students bring in pictures of their contexts or families to class for discussions or activities. For example, when discussing Eddie and Kit's family, students can bring in pictures of their families and describe them as well.
- Have students find videos of food or recipes online of meals they enjoy making or sharing with their family.
- Prepare to have Trace as a guest in their town. What should he do? Whom should he meet? What food should he eat?
- Invite students to identify many other ways they can use English in their everyday lives and have them share their ideas with each other.
- Have students take part in key exchanges with other students or classes learning with Trace Effects through social networking or other technology tools.

## Playing Trace Effects

### Introduction to the Game

Trace Effects begins with a video. Trace is a student in the year 2045 and is on a tour of a high-technology lab in the United States. The lab is making a time machine so that scientists can go back in time and fix some of the problems that people are having in the future. Trace touches the time machine and accidentally sends himself backwards in time. He wakes up on a university campus and realizes he has to get back to the future. First, however, he must complete missions for the lab scientists. He will need their help from the future. In each chapter, Trace meets new people and completes missions in different places. Trace enjoys traveling through the United States—and we hope that you and your students will enjoy it as well!

## Characters

There are four main characters throughout the seven chapters: Trace, Professor Peterson, Eddie, and Kit.



### **Trace**

is the main character and the one that the students control. The different people Trace meets and the places he goes can be good conversation topics for students.



### **Professor Peterson**

helps Trace communicate with the future to figure out what he needs to do to get home.



### **Eddie**

helps Trace throughout the game by helping him figure out where he needs to go to complete the missions.



### **Kit**

is Eddie's sister and also helps Trace complete his missions so that he can return to the future.

## Chapter Title, Themes, and Locations

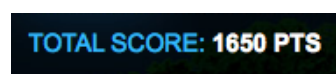
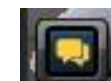
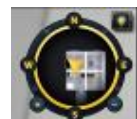
| Chapter   | Title                               | Themes/Topics  | Location  |
|-----------|-------------------------------------|--|---|
| Chapter 1 | Helping Chef Mark                   | <ul style="list-style-type: none"> <li>American university campus life</li> <li>American university services</li> <li>Diversity of American people and groups</li> </ul> | Great Plains University, Kansas, U.S.A.         |
| Chapter 2 | The Farmers' Market and Emma Fields | <ul style="list-style-type: none"> <li>Health and nutrition</li> <li>Democracy</li> <li>Negotiation and collaboration</li> <li>Journalism</li> </ul>                     | A small town in Kansas, U.S.A.                  |
| Chapter 3 | Saving Music in New Orleans         | <ul style="list-style-type: none"> <li>Community activism</li> <li>Fundraising</li> </ul>  | New Orleans, Louisiana, U.S.A.                  |
| Chapter 4 | The Environment                     | <ul style="list-style-type: none"> <li>Environmental activism</li> <li>Community activism</li> </ul>   | The Grand Canyon National Park, Arizona, U.S.A. |
| Chapter 5 | The Big Apple Adventure             | <ul style="list-style-type: none"> <li>Entrepreneurship</li> <li>Identifying and working toward goals</li> <li>American holiday: Thanksgiving</li> </ul>                 | New York City, New York, U.S.A.                 |
| Chapter 6 | Collaborating in California         | <ul style="list-style-type: none"> <li>Teamwork</li> <li>Science and innovation</li> </ul>   | San Francisco, California, U.S.A.               |
| Chapter 7 | Capital Challenges                  | <ul style="list-style-type: none"> <li>Non-violent communication</li> <li>Mutual understanding and cooperation</li> <li>Diplomacy</li> <li>Leadership</li> </ul>         | Washington, D.C., U.S.A.                        |



## Game Resources

There are 11 main resources in Trace Effects that can help students while they play.

1. **Map:** Students can press the “M” key in order to access a map. . The yellow arrow shows where Trace is and which direction he is pointed in.
2. **Compass:** Along with the map, the compass in the upper right side of the screen can help students figure out where they are in the game and where to go.
3. **Objective Box:** The objective box on the right of the screen is always there and it tells the student what their immediate goal is. .
4. **Game Statistics:** Students can click on the Statistics icon on the left to see information on how well they are doing with game points and language objectives.
5. **Inventory Box:** The Inventory box on the left shows students what words or items they have collected, such as Trace’s student ID or words such as “Give” or “Show.”
6. **Dialogue History:** Students can click on the Dialogue History box on the left of the screen to see what the characters have said already in the game. This is particularly useful for parts where Trace needs to follow specific directions or if students have a difficult time understanding.
7. **Notes Feature:** Students can use the Notes feature on the left of the screen to type notes to remember for later. For example, they can write what Trace needs to do in order to complete his mission.
8. **Points:** Students can look at the points they receive in order to determine how well they are doing in the game. Polite responses and polite questions receive the most points. Asking off-topic questions, walking away from someone without speaking, or not being polite can result in a loss of points. When students choose a preferred response and receive points, the game makes a *success* sound.
9. **Character Involvement and Emotion:** Students can look at the lower left corner in order to see which character is speaking and how that character feels. Possible emotions are happy, suspicious, curious, confused, sad, etc. The Emotion Box can help students decide what Trace should say.
10. **Character Feedback:** Characters provide feedback to Trace. If Trace is not polite, the character he is talking with will answer in an impolite way. If Trace does not say the preferred response, players will not hear the *success* sound or receive maximum points.



## Game Time Management

Each chapter of Trace Effects has a number of Learning Objectives. Sometimes a player will need to end game play and return later. When the player logs back in, he or she will be taken to the beginning of the Learning Objective that was not yet completed. Teachers can then follow the Prepare, Play, Produce model (shown previously) so that class time includes not just gameplay but also preparation and extension activities.

## Action Words and Items to Collect In-Game

When Trace walks up to an Action Word or Item, it will rise in the air, as is shown in the picture below. The word or item will then be placed in Trace's inventory for him to use in language later. If Trace does not have the necessary Action Words or Items, he will be unable to complete certain tasks.



## Game Points and Progression

### Points

Students can keep track of points by looking in the upper right corner for their score. When points are scored, students should hear a *success* chime. When points are lost, students should hear a negative *buzz* sound. Students can earn or lose points in the following ways:

|   |          |
|---|----------|
| Trace says something rude or walks away without interaction         | -1       |
| Trace does not advance the conversation with his comment            | 0        |
| Trace gives additional useful information or completes an objective | +2       |
| Trace is polite and provides sufficient and relevant information    | +3 to +5 |
| Trace completes a minor objective                                   | +15      |

---

Trace completes a major objective

+25

---

In some conversations, more than one of Trace's responses can be appropriate and polite. These will earn an equal amount of points. This reflects real life conversations where many exchanges are possible and appropriate. Teachers can encourage students to share their answers, character reactions, and points with a partner.

#### *Game progression*

Players will need to perform certain actions or gather certain Action Words or Items in order to “unlock” future conversations or moves. Encourage students to explore. If a student cannot find something or cannot have a certain conversation with a character, they should make sure that they have:

- Completed all previous conversations and not just walked away,
- Collected all necessary Action Words or Action Items, and
- Talked with other characters in the area—they may need additional information.

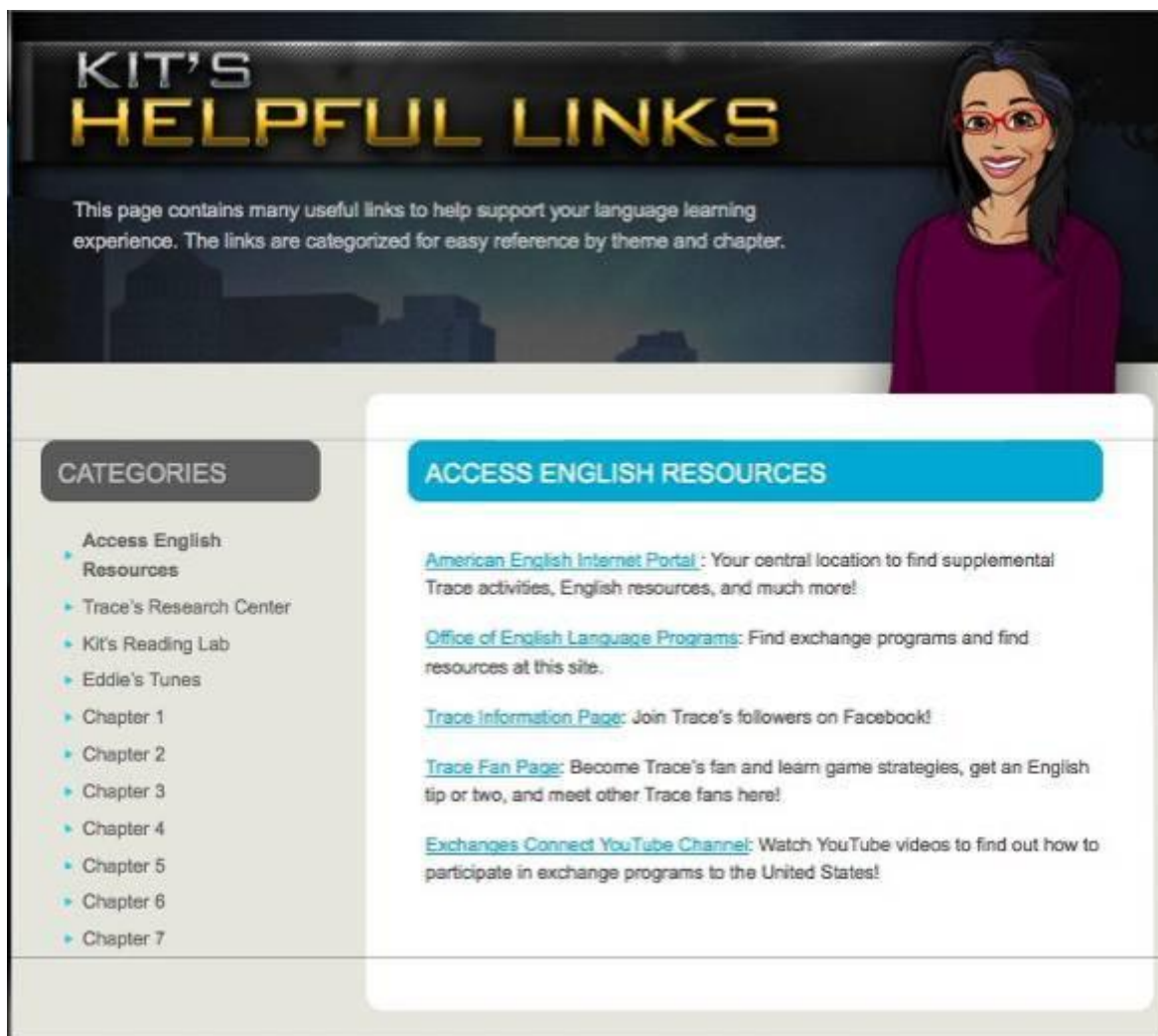
#### **Leaderboard**

Students can access the Leaderboard from the Chapter Completion screen or Home screen. Students can check their status after play each day. In classrooms where it would be appropriate and beneficial, acknowledgement or prizes can be given to the students with the highest points in varying parts of the game.



## Kit's Helpful Links

The Helpful Links page can be accessed from the top or bottom of the Home page or Chapter Completion page. It contains links on English resources in general, American universities, and music resources, as well as links specific to each chapter. Be sure to encourage students to come back frequently to this very useful resource. As a class, you could also have your students create their own list of useful links that they can share and use together.



## Extending Beyond the Game

In each chapter of the Teacher's Manual you will find many Extension Activities. These are easy interactive tasks that teachers can conduct in their classrooms any time, before or after Trace Effects gameplay. Extension Activities require few if any materials. They are designed to reinforce the vocabulary and topics in Trace Effects, but also to allow students to express their own opinions. There are no “wrong answers” here. The idea is to provide opportunity for students to practice English and to build confidence in communicating. Teachers should feel free to adjust the content of these Extension Activities so that they suit their own class, environment, and teaching style.

On this DVD you will find additional Extension Activities in the Teacher Resources folder.

After students finish a chapter, they see this screen, which summarizes what students accomplished, offers more language learning opportunities, and provides the opportunity to go on with the game.



From the screen, students can do the following:

- See their scores.
- Review Trace's activities.
- See what is next.
- Go to the Language Practice Exercises.
- Download the graphic novel of the chapter.
- Play the chapter again.
- Move to the next chapter.
- Print a “Level Complete” Certificate for the chapter.



### *Other Trace Effects resources*

- Trace Effects Information Page on Facebook
- Trace Effects Fan Page on Facebook
- Trace Effects Online Exercises
- Trace Effects Multi-Player Challenges

## Graphic Novels

Each chapter of Trace Effects has its own graphic novel, which can be accessed after the chapter is completed. You can use these novels for learning in a number of ways:

### Writing Different Endings to the Graphic Novels

Students can work individually or in groups to write new endings. For example, students might write a new ending, one where Trace returns to the future. What happens there? Students may want to making their own graphic novels, either creating further adventures for Trace and his friends or writing about their own lives. (For more on this, see the article “Student Storytelling Through Sequential Art” in the Forum Articles folder on this DVD.) Be sure to allow students to share their stories with the class. If possible, post these comics on the walls of the classroom.



### Role Play Scenes

Students can choose a scene from one of the graphic novels and work in groups to act it out. They can memorize the lines or read from the novel. A third option would be for students to act out the scene but use their own lines. If students want, simple costumes could be used for the scenes as well: for example, a white lab coat for Professor Peterson and a blue shirt and jeans for Trace. During any of the role plays, students should be encouraged to use the language and vocabulary that they have learned. Classmates listening to the role plays can offer feedback on what the actors did well and things they may still want to work on, related to class language goals.

### Charades

Students can choose a scene from one of the seven graphic novels and act it out, but without telling classmates which scene it is. After classmates listen to the scene, they can guess which chapter it is from, who the characters are, and which scene it is. Students may need help choosing a scene that will work well for this activity. In order for classmates to guess the scene, it will be necessary for the actors to speak clearly, so they should be given



the opportunity to practice their scene before they perform it, and receive feedback from the teacher on their speaking and pronunciation.

### Dictation Practice

You can dictate lines from the graphic novels, with students writing down what you say. You will want to choose passages that have specific language goals, for example, certain vocabulary, grammar structures, intonation patterns, or pronunciation. First students can listen for main words, then for detail words during the second reading, and then to check what they have in the third reading. They can work in pairs or individually. After the activity, you can point out what students have learned or practiced so that they can apply their listening skills to other contexts.

### Trace Effects Video Walkthrough

The Video Walkthrough is a separate DVD included in this package. It can be played on any television or computer with a DVD player. The Walkthrough is actually a video screen-capture of someone playing all seven chapters of Trace Effects. Students cannot actually play the game, but an entire class can observe the action together.

This is a great an opportunity for producing language. If students have just finished playing a section of Trace, they will be eager to review and compare how they played with what they see in the Walkthrough. Teachers can elicit all sorts of language while the video plays: What is Trace doing now? Where are they going? What will happen next? What else could Trace say in this situation?

Several articles on using videos in language learning have been included here, in the Forum Articles folder, inside Teacher Resources.

## Bug's Language Practice Exercises



Be sure to direct students to the Language Practice Exercises for each chapter after they play the game. These exercises are for different proficiency levels and involve the different language skills. Keep these points in mind:

- Language Practice Exercises can be accessed from the Chapter Completion screen, from a link on the top of the initial Trace Effects opening game page, or from a link on the bottom of the screen that says “Language Practice.”
- Exercises include practice with listening, reading, plot recollection, and writing.
- All questions are based on characters and events in the chapters.
- Correct answers are not given in the online Language Practice Exercises. This way, students can try the exercises again.
- Students will have only one chance to identify the correct answer. This means they will need to choose their answer after thinking carefully and reading all options.
- If students want to try an exercise again, they can reload the page in their browser.
- The Language Practice Exercises can be accessed any time after a chapter is complete; that is, a student can practice exercises from a previous chapter for review.

Be sure to remind the students to read the directions carefully for each exercise.

### *Practice topics*

Following is a list of the Language Practice Exercises with their topics and language points.

| Chapter and Exercises | Topic of Chapter Language Practice Exercise  | Skills Practiced     |
|-----------------------|--|----------------------|
| <b>Chapter 1</b>      | <b>Helping Chef Mark</b>   |                      |
| <b>Exercise 1</b>     | Matching activity – students practice colors and clothes vocabulary, matching listening descriptions with characters | Reading<br>Listening |
| <b>Exercise 2</b>     | Matching activity – students review phrases and vocabulary, characters, and actions                                  | Reading              |
| <b>Exercise 3</b>     | Multiple choice activity – student review events from the chapter  | Reading              |
| <b>Exercise 4</b>     | Ordering of events activity – students practice chronologically ordering events of the story                         | Listening            |

|                   |   |                    |
|-------------------|---|--------------------|
| <b>Chapter 2</b>  | <b>The Farmers' Market and Emma Fields</b>  |                    |
| <b>Exercise 1</b> | Fill in the blank matching activity - students practice verbs, based on events from the chapter   | Vocabulary Reading |
| <b>Exercise 2</b> | Multiple choice sentence completion of the song "Localvore" by Zach Ladin – students practice prepositions, verbs, nouns, determiners                       | Listening Reading  |
| <b>Exercise 3</b> | Multiple choice listening activity – students listen to audio from the game and identifying the most polite request form                                    | Listening Reading  |
| <b>Exercise 4</b> | Multiple choice sentence completion – students practice prepositions of locations   | Reading            |
| <b>Chapter 3</b>  | <b>Saving Music in New Orleans</b>  |                    |
| <b>Exercise 1</b> | Multiple choice sentence completion of the song "Good Morning New Orleans" by Kermit Ruffins —students practice prepositions, verbs, nouns, and determiners | Listening Reading  |
| <b>Exercise 2</b> | Matching verbs and linking words sentence completion – students practice conjunctions, prepositional phrases, and transition words                          | Vocabulary Reading |
| <b>Exercise 3</b> | Fill in the blank conjunction exercise — students practice using the conjunctions "so," "but," or "because"   | Reading Writing    |
| <b>Exercise 4</b> | Sentence completion listening activity — students practice verbs, nouns, and pronouns   | Listening Writing  |
| <b>Chapter 4</b>  | <b>The Environment - Arizona</b>  |                    |
| <b>Exercise 1</b> | Order of events activity – students practice chronologically ordering events of the story   | Reading            |
| <b>Exercise 2</b> | Multiple choice chapter review – students review events of the chapter via questions, sentence completion, and true/false                                   | Reading            |
| <b>Exercise 3</b> | Matching activity chapter review – students practice conditional clauses  | Reading            |
| <b>Exercise 4</b> | Multiple choice sentence completion – students practice verbs, prepositions, and determiners  | Reading            |

|                   |   |                                 |
|-------------------|---|---------------------------------|
| <b>Chapter 5</b>  | <b>The Big Apple Adventure- Thanksgiving</b>  |                                 |
| <b>Exercise 1</b> | Matching activity character review – students match lines of dialogue to the correct character  | Listening                       |
| <b>Exercise 2</b> | Multiple choice matching activity – students practice matching a character’s voice to a question on the screen about family relationships in the chapter. | Listening<br>Reading            |
| <b>Exercise 3</b> | Fill in the blank listening activity – students practice adverbs, prepositions, and conjunctions  | Listening<br>Reading<br>Writing |
| <b>Exercise 4</b> | Fill in the blank — students practice auxiliary verbs   | Listening<br>Reading<br>Writing |
| <b>Chapter 6</b>  | <b>Collaborating in California- Science and Technology</b>  |                                 |
| <b>Exercise 1</b> | Matching activity dialogue review – students review dialogue and characters from the chapter  | Listening                       |
| <b>Exercise 2</b> | Multiple choice listening activity – students practice identifying polite form  | Listening<br>Reading            |
| <b>Exercise 3</b> | Ordering of events activity – students practice chronologically ordering events from the story based on audio clips from characters                       | Listening                       |
| <b>Exercise 4</b> | Matching activity sentence completion – students practice matching clauses and sentence structure and meaning   | Reading                         |
| <b>Chapter 7</b>  | <b>Capital Challenges- Mutual Understanding</b>   |                                 |
| <b>Exercise 1</b> | Matching activity – students review people and places found in the chapter  | Reading                         |
| <b>Exercise 2</b> | Multiple choice listening activity – students practice identifying the most polite or formal form   | Listening<br>Reading            |
| <b>Exercise 3</b> | Fill in the blank sentence completion – students practice listening and verbs   | Listening<br>Reading<br>Writing |
| <b>Exercise 4</b> | Matching activity – students review all the chapters of the game Trace Effects  | Reading                         |

## Teacher's Manual: Chapters 1 - 7

On the DVD you will find a separate PDF file for each chapter of Trace Effects. Each chapter provides overviews, helpful hints, scripts, vocabulary, and extension activities.

We hope that you and your students enjoy learning English with Trace Effects.

### Office of English Language Programs Publications

- **Activate: Games for Learning American English:** a portable kit that includes language learning board games, playing cards, and other gaming resources that teachers can easily reproduce. A manual with teaching ideas is included
- **American Themes: An Anthology of Young Adult Literature:** an anthology of contemporary teen literature discussing themes such as identity, friends, challenges, and future goals with supporting activities and a teacher's guide
- **Create to Communicate: Art Activities for EFL:** a teacher's reference with step-by-step lesson plans for teaching through mixed media art projects; ideal for young learners
- **Sing Out Loud: Using Music in the Classroom:** a teacher's guide that highlights the value of music in the EFL classroom; includes activities for use with the *Sing Out Loud* CD series
- **Sing Out Loud: American Rhythms:** the third CD in the *Sing Out Loud* series showcases a variety of popular genres and features culturally and linguistically interesting lyrics
- **Celebrate! Holidays in the USA:** a revised cultural guide to American holiday celebrations and traditions

Look for these publications and more at [americanenglish.state.gov](http://americanenglish.state.gov)